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ABSTRACT

A needs assessment was conducted of 32 middle school cifted students. Analysis of a parent survey, teacher survey, and meetings with students revealed 10 primary need areas (including opportunities for advanced skills, independent thinking, expression of creativity and originality, and acceptance from grade level peers). Four enrichment activities in career awareness in computer science, environmental awareness in oceanology, communication awareness in critical observation and writing, and speed reading development through systematic instruction were developed and judged to provide experiences to meet the identified needs. Parent, student, and teacher evaluation indicated positive results from student participation. (Author/CL)

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DEVELOPING A SCHOOLWIDE ENRICHMENT ACTIVITY PROGRAM FOR IDENTIFIED GIFTED STUDENTS

By

Ernest L. Perlini

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NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

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TITLE Developing a Schoolwide Enrichment Activity Program for Identified Gifted Students

DESCRIPTORS Career Awareness; Computer Science Education; *Educational Needs; *Enrichment Programs; *Exceptional Children; *Gifted Students; Homogeneous Grouping; *Middle Schools; Oceanology; Speed Reading; Writing Skills

ABSTRACT The purpose of this practicum was to analyze the educational needs of a group of previously identified gifted students assigned to the Martin Kellogg Middle School and to implement a program to meet their needs. Through the analysis of a parent survey, a teacher survey, and meetings with students, ten primary need areas were identified. Four enrichment activities in the areas of Career Awareness in Computer Science, Environmental Awareness in Oceanology, Communication Awareness in Critical Observation and Writing, and Speed Reading Development Through Systematic Instruction were developed and judged as providing experiences to meet the identified needs. Various evaluations by parents, students, and teachers showed evidence of the positive results from student participation in the program. The process and product will continue to be an important component in providing appropriate programing for gifted youngsters at the middle school level.

TABLE OF CONTENTS

		PAGE
INTRODUCTION		i
SECTION I.	PROBLEM IDENTIFICATION	
	(a) Teacher Survey	1
	(b) Parent Survey	1
	(c) Behavior Analysis	2
	(d) Data Collection	4
SECTION II.	PROGRAM DEVELOPMENT STRATEGY AND OBJECTIVES	
	(a) Organizational Decisions	6
	(b) Staff/Student Input	6
	(c) Activities	7
	(d) Educational Literature	8
	(e) Selection of Objectives	9
SECTION III.	ENRICHMENT ACTIVITIES OVERVIEW	
	(a) Career Awareness in Computer Science	13
	(b) Environmental Awareness in Oceanology	14
	(c) Communication Awareness in Critical Observation and Writing	15
	(d) Speed Reading Development Through Systematic Instruction	16
	(e) Enrichment Activities Budget	17
SECTION IV.	ENRICHMENT ACTIVITIES RELATIONSHIP TO PRIMARY NEEDS	
	(a) Coordinators' Analysis	19
	(b) Staff Analysis	20
	(c) Student Attendance	21
SECTION V.	SELECTION AND PLACEMENT CRITERIA	22
SECTION VI.	EVALUATION DESIGN	
	(a) Student Progress Comparison Chart	24
	(b) Parent Evaluation Data	28
	(c) Student Evaluation Data	30
	(d) Student Report Card Progress Data	33

		PAGE
SECTION VII.	CONCLUSIONS.....	35
SECTION VIII.	PROGRAM CONTINUATION/DISSEMINATION...	36
SECTION IX.	BIBLIOGRAPHY.....	37

APPENDIXES

A. Staff Problem Identification Questionnaire Composite

B. Parent Problem Identification Telephone Survey Composite

C. Staff Suggestions for Possible Activities for Gifted Students

D. Student Interest Areas

E. Gifted Committee Responses to Needs Worksheets

F. Coordinators' Needs Worksheets

   1. Career Awareness in Computer Science
   2. Environmental Awareness in Oceanology
   3. Communication Awareness in Critical Observation and Writing
   4. Speed Reading Development Through Systematic Instruction

G. Letters of Confirmation

   1. Supervisor of Mathematics and Science
   2. Supervisor of Communicative Arts

H. Enrichment Activities Booklet

I. Enrichment Activity Application

J. Student Comparison Information Results

   1. Career Awareness in Computer Science
   2. Environmental Awareness in Oceanology
   3. Communication Awareness in Critical Observation and Writing
   4. Speed Reading Development Through Systematic Instruction

K. Enrichment Program Parent Survey Results

L. Enrichment Program Student Survey Results

M. Student Progress Comparison Report

N. Student Report Card Progress Data

O. Student Comparison Information Directions to Teachers

P. Student Comparison Information Chart

Q. Teacher Indication of Prior Involvement of Students in the Primary Areas Composite

R. Student Progress Comparison Report

INTRODUCTION

In Connecticut, the ultimate responsibility for the school placement of all children rests with the superintendent of schools. In order to meet this responsibility, the Newington Public Schools superintendent set a 1974-1975 school year systemwide objective to identify all exceptional children in the community. The results indicated that the only group of students not receiving special education programing to meet their exceptional needs were students in the gifted/talented category.

During the 1975-1976 school year, a new objective committee to recommend programs for gifted and talented students was commissioned. Their committee report indicated that increased homework assignments or more of the "same" cannot be justified as meeting the needs of gifted and talented youngsters; that the separation of gifted and talented students by placement in a resource center, or special class, normally leads to negative behavior; that an allocation of money should be made to each school Planning and Placement Team for the purpose of providing more options to the school to meet the needs of identified youngsters; that instructional units within the school, using outside resources or consultants and stipends to regular classroom staff who wish to provide outside enrichment activities for the students beyond the regular teaching hours, be provided.

The 1976-1977 school year marked the first time that money was allocated in the public school budget to provide programs for students in the gifted category. A committee of staff members at the Martin Kellogg Middle School selected the area of providing appropriate supplemental learning experiences for gifted students as a primary area for concentration. The

entire staff, parent advisory board, and student advisory board totally endorsed this decision.

My responsibility, as principal, became one of conducting a needs assessment to determine the behavior manifestations that were to be addressed in the development of a gifted program and the actual organization and implementation of the program. There were 32 students who had been identified as exceptional in the gifted and talented area. The building is one of nine buildings in the public school system. The staffing is made up of 59 professional personnel, 16 non-professional personnel, and 788 students in grades 6, 7, and 8.

SECTION I

PROBLEM IDENTIFICATION

Teacher Survey

A questionnaire was administered to all teachers of gifted students to ascertain the behaviors that gifted students were displaying in the regular classroom environment that the teacher felt was counter-productive to the youngsters' fullest development. This survey revealed gifted students as progressively becoming lazy in their school work. They were accomplishing the basic requirements in curriculum areas by exerting very little effort, but lacked initiative to delve deeper into areas that would require critical thinking and independent thought. They were becoming easily bored by the basic exposure to the standard classroom curriculum, which to them was not challenging or stimulating. Teachers noticed these youngsters developing poor study habits as a result of finding the work too easy. In some cases they were becoming class discipline problems as they distracted other students who needed to pay close attention to instruction. The survey indicated gifted youngsters were in some cases being tuned out by regular students for always knowing the correct answers or dominating classroom discussions, and in other cases gifted youngsters were performing unacceptable behavior to achieve class acceptance. This was resulting in hostility generated and received by all academic levels of the class. The teachers were finding it impossible to find the time necessary to create a highly intellectual environment that would enhance the gifted child's inherent abilities and develop the child's creative and leadership potential. A detailed composite of these findings is attached to this report as appendix A.

Parent Survey

A telephone survey was made to approximately 50% of the parents of

gifted students to ascertain their feelings about their child's academic program. The results indicated that 42% of the parents categorized their child's feelings about school as "liking it okay," 48% "liking it a lot or pretty much," and none of the gifted students "hating school." The survey indicated that 54% of the parents felt that their child talked about school work and school experiences just about every day, 42% indicated that their child talked about school experiences once or twice a week, and only one parent responded that their child never or hardly ever talked about school. In the degree that parents viewed their child as challenged by school experiences, 36% of the parents indicated that their child was challenged often or most times," 42% indicated a "few times," and 24% indicated "seldom or never." Nearly all parents indicated that they felt their child was capable of higher learning experiences than they are now experiencing. This survey further indicated that in developing new programs, parental priorities included planning that would allow for students to be happy while they were learning, exposure to vocational areas, grouping by ability, opportunities to delve deeper into various curriculum materials, experiences at self-direction, stimulation from school, and strong skill development. A detailed composite of these findings is attached to this report as appendix B.

Behavior Analysis

A study committee composed of guidance counselors, classroom teachers, a reading consultant, a special education supervisor, and a building principal was established to review the data collected. Behaviors pointed out by these groups were grouped, ungrouped, and regrouped a number of times to establish various patterns and similarities. Through this process students were seen by their parents and teachers as at times being bored,

lazy, disinterested, stymied, alienated, sluggish, unchallenged, intimidated, unrealistic, and unaware of the dynamics of relationships.

Next, these various behaviors were discussed in terms of possible ways to provide experiences that would improve or change the attitudes that were creating the counter-productive behaviors. This process was recorded and is attached to this report in appendixes A and B. The committee realized that some of the experiences that conceivably could be developed would address more than one of the behaviors. A list of ten primary experiences that would address most of the identified behaviors was developed. Each of the areas was informally matched back to parent and teacher comments to be sure all concerns were addressed. The primary areas agreed upon became known as the ten primary need areas and formed the basis for developing the gifted program. These ten areas were to:

1. Provide opportunity for stimulation from curriculum
2. Provide opportunity for advanced skills
3. Provide opportunity for independent thinking
4. Provide opportunity for expression of creativity and originality
5. Provide opportunity for productive accomplishments
6. Provide opportunity for conceptual elaboration
7. Provide opportunity for interchange with an intellectual environment
8. Provide opportunity for stimulation from academically gifted peers
9. Provide opportunity for acceptance from grade level peers
10. Provide opportunity for change from routine

The guidance department held informal conferences with the students to confirm the observations of their teachers and parents and the ten emphasis areas that were developed.

Data Collection

The next step was to collect data on each of the previously identified gifted students in the ten primary areas listed. A student comparison chart was designed, in which the regular classroom teachers categorized the present performance of each student along a never, seldom, usually, always continuum. A copy of this instrument and the directions for completing the chart are attached to this report as appendix O and appendix P. The results showed:

Area 1...Teachers indicated that 12% of the students always, 60% usually, and 28% seldom displayed a high interest in the curriculum.

Area 2...Teachers indicated that 10% of the students always, 58% usually, and 32% seldom were involved in the development of advanced skills.

Area 3...Teachers indicated that 20% of the students always, 70% usually, and 10% seldom were involved in independent thinking.

Area 4...Teachers indicated that 16% of the students always, 48% usually, 34% seldom, and 2% never were involved in creative or original work.

Area 5...Teachers indicated that 22% of the students always, 52% usually, and 26% seldom were assuming opportunity for productive accomplishments.

Area 6...Teachers indicated that 14% of the students always, 60% usually, and 26% seldom were elaborating on basic concepts.

Area 7...Teachers indicated that 24% of the students always, 62% usually, and 14% seldom were taking advantage of opportunities to participate in intellectual conversations.

Area 8...Teachers indicated that 18% of the students always, 46% usually,

34% seldom, and 2% never were taking advantage of stimulation from other gifted students in the classroom.

Area 9...Teachers indicated that 22% of the students always, 56% usually, 18% seldom, and 4% never were accepted by grade level peers.

Area 10..Teachers indicated that 22% always, 56% usually, and 22% seldom were able to take advantage of a change from the regular routine of the classroom.

From these data it was evident that less than 25% of the students were performing in the "always" category for these ten need areas prior to involvement in the planned activities. A composite of the results is attached to this report as appendix Q.

Next, the progress reports for each of the previously identified gifted students for the third marking period were studied. The findings indicated that in the area of effort, twenty-one (21) students received an excellent and eleven (11) students received a good.

In the area of iniative, nineteen (19) students received an excellent, twelve (12) received a good, and one (1) received a satisfactory.

In the area of achievement, eighteen (18) students received an excellent and fourteen (14) received a good.

From these data it was evident that 34% of the students could improve in effort, 38% could improve in initiative, and 44% could improve in achievement. A composite of the results is attached to this report as appendix R.

SECTION II

PROGRAM DEVELOPMENT STRATEGY AND OBJECTIVES

Organizational Decisions

A building level staff committee was organized to review the direction suggested by the 1975-1976 systemwide gifted planning committee in relation to the ten primary need areas that were identified. It was decided that students were to remain in their regular classes following standard curriculum, but were to be released from this schedule to attend specially designed programs. Each program planned would emphasize the development of high level mental processes and skills. Pupils were to be released in half or full day units for a sufficient amount of time to assure that they could attain a skill which would enrich their knowledge or provide them a basis for further investigation and development. This program design was based on the implementation of four enrichment activities.

Staff/Student Input

A questionnaire to seek suggestions for possible enrichment activities to be included in the program was administered to the entire staff. Suggestions included the curriculum of language arts, specifically the areas of speed reading, creative writing, journalism, and drama; the areas of mathematics, science, computer science, oceanology, town history, government, yoga, and psychology. Staff suggestions on different ways to possibly organize these areas into mini-units, along with ideas of educators to develop the programs, led to the establishment of developmental guidelines and the selection of coordinators. A detailed composite of these findings is attached to this report as appendix C.

Students were involved in the selection of the enrichment areas by completing a questionnaire in which they indicated curriculum activities

they felt were most worthwhile, least worthwhile, and courses or areas that they wanted to study in detail in the future. Tne general areas that students listed included environmental science (6), computer science (10), theater (1), psychology (2), astronomy (7), speed reading (6), library research skills (1), chemistry (3), electronics (2), politics (2), careers (5), critical writing (5), publishing material (2), biology (8), oceanology (6), current events (3), accounting (3), famous authors (8), poetry (4), history (2), and time management (3). A detailed composite of these findings is attached to this report as appendix D.

Activities

A committee of guidance counselors, teachers, and administrators reviewed at length these staff suggestions, student interests, and earlier parent comments. Consideration was given to the areas of curriculum that are normally available to youngsters as they progress through their education, the appropriateness and desirability of studying the various topics at this time, the amount of student interest in the area, and the relationship of student interests and staff suggestions. Based on this information, a decision was made to develop four enrichment activities, all with a career component which was an important consideration of the students and parents.

The first area selected involved computer science. This was the highest single interest area of students and provided exposure to accounting and electronics. The second area chosen involved oceanology. This was another high priority of the students and included exposure to biology and environmental sciences. Both areas were strongly recommended by the staff. The third area selected, critical observation and writing, encom-

passed student interest in theater, critical writing, publishing, current events, famous authors, and poetry. The last area selected involved speed reading. This was highly recommended by the staff, requested by students, and felt by the committee to provide an important service to these students. The programs were named Enrichment Activities as follows: Career Awareness in Computer Science, Environmental Awareness in Oceanology, Communication Awareness in Critical Observation and Writing, and Speed Reading Development Through Systematic Instruction.

Educational Literature

The booklet "CONN-CEPT" describing Connecticut's programming for the gifted and talented was extremely valuable in the design of this practicum. It was helpful in categorizing the needs assessment material so as to determine the types of experiences that could be developed in each of the enrichment areas. The understanding of Connecticut's comprehensive model for the education of the gifted outlined in this publication enabled the submission and approval of this project to the State Department of Education for funding.

The monthly newsletter "Gifted/Talented Education" was instrumental in providing in-service material for the four coordinators. Each issue provided examples of activities planned in other school systems that could be easily implemented to further meet the identified needs.

Consultation with William G. Vassar, Connecticut State Department of Education consultant for the gifted,proved to be extremely valuable. Each of the Enrichment Activities was reviewed and suggested changes implemented.

Attendance at a workshop entitled "The Changing Role of Special Education -- Working with the Gifted" reinforced the program design that was selected for this practicum as being of a high quality.

Visitations to area middle schools further supported the program format of having students remain in their regular classes following the standard curriculum but being released to attend specially designed programs of a high level nature.

Selection of Objectives

The objectives of this practicum were designed to meet the needs of gifted students who were being neglected in the regular school program.

The needs assessment had identified ten primary areas that were to be addressed during this program. Each of the Enrichment Activities designed was analyzed to verify that each was meeting these needs. The objectives to accomplish this measurement were as follows:

Objectives:	Procedures:	Evaluations:
1. Program coordinators will develop four enrichment activities that will be stimulating enough to attract the interest of at least 80% of the previously identified gifted youngsters.	1. Coordinators will meet with representatives from the curriculum area in which they are developing enrichment activities to seek direction in the interest area of students. A student interest survey will be administered.	1. Coordinators will present planned enrichment activities to an evening meeting of students and parents. Students will voluntarily choose to participate.
2. Program coordinators will develop enrichment activities that are evaluated by building level instructors and outside curriculum specialists as composed of at least 80% of its material being of a high level learning nature.	2. Coordinators will study the scope of the enrichment area, and review present enrichment activities in neighboring communities to ascertain material to be included in the area they are developing. A review of literature will be included.	2(a). Instructors in the four curriculum areas in which enrichment activities have been written will be asked to review the objectives, procedures, and expected outcomes of the activities to ascertain if the material to be covered is of a high level nature. (b) One outside of the building specialist in each of the four curriculum areas that has been developed into an enrichment activity will be asked to review the

Objectives:	Procedures:	Evaluations:
		(2(b) continued) objectives, procedures, and expected outcomes to determine if they are of a high level nature.
3. Program coordinators will gear each enrichment activity to meet at least 70% of the identified primary needs of these gifted students.	3. Coordinators will review the ten basic needs that have been established by the committee and investigate possible resources, plan visitations to specific areas or visits to the school by qualified experts and write specific objectives for each enrichment activity.	3. The committee to study the needs of the gifted students will review a worksheet submitted by each enrichment activity coordinator, which indicates how their activity is geared to meet each of the 10 primary needs established by this committee.

Student growth as a result of participation in the planned activities was recorded through two pre and post procedures. The objectives to accomplish this measurement were as follows:

Objectives:	Procedures:	Evaluations:
4. 70% of the gifted students will show improvement in the primary areas as identified in the needs assessment. This improvement will be as specified for each child by the regular classroom teacher.	4. Enrichment coordinators will develop four curriculum programs to provide experiences which will meet the ten primary areas identified in the needs assessment. Gifted students will voluntarily participate.	4. Prior to the gifted student becoming involved in an enrichment activity, the student's regular classroom teacher will indicate on a form the degree of present performance being displayed in each of the ten primary needs identified for the gifted students. Next, this teacher will indicate on the graph, the degree of improvement anticipated from the youngster as a result of involvement in the enrichment program. This teacher will be asked to re-evaluate the child's performance at the conclusion of the

Objectives:	Procedures:	Evaluations:
		4. (continued) gifted program to determine the degree of improvement.
5(a) 80% of the gifted students will show improvement by one level as reported on the report card in all areas of effort, initiative, and achievement.	5. Two instructors in the curriculum areas in which enrichment activities have been written will be asked to review the objectives, procedures, and expected outcomes of the activities, to ascertain if they are meeting the ten primary areas identified in the needs assessment, so as to increase effort, initiative, and achievement of the gifted child.	5. Guidance counselors will record the performance of effort, initiative, and achievement of each gifted child as indicated on their third report card. The counselors will record, at the end of the fourth quarter, the effort, initiative, and achievement alongside the previous information. A chart will be set up to show growth measured in an excellent, good, satisfactory, and unsatisfactory rating format.
5(b) 85% of the gifted students will show improvement by one level as reported on the report card in at least two out of three areas of effort, initiative, and achievement.		
5(c) 90% of the gifted students will show improvement by one level as reported on the report card in at least one out of three areas of effort, initiative, and achievement.		

Two surveys were administered to indicate improvement in the 10 primary areas identified in the needs assessment. The objectives to accomplish this measurement were as follows:

Objectives:	Procedures:	Evaluations:
6(a) 90% of the parents will indicate on a rating scale that they have	6. One outside of the building specialist in each of the curriculum	6.Parents of gifted students will be surveyed to determine whether

Objectives:	Procedures:	Evaluations:
6(a) continued seen improvement in at least five out of ten of the primary areas identified in the needs assessment.	6(continued) areas that have been developed into enrichment activities will be asked to review the objectives, procedures, and expected outcomes of the activities to determine if they are meeting the 10 primary areas identified in the needs assessment.	6(continued) they have seen changes at home during the period their child has been involved in enrichment activities.
6(b).80% of the parents will indicate on a rating scale that they have seen improvement in at least seven out of ten of the primary areas identified in the needs assessment.		
7(a) 90% of the students will indicate on a rating scale positive results from participation in this program in at least five out of ten of the primary areas identified in the needs assessment.	7. A diagnostic screening committee will be established to review the curriculum progams and student placement to be sure that the identified needs of each gifted child are being met.	7. Students will be surveyed at the conclusion of their involvement in the enrichment programs to determine their feelings about the program. The questions will also relate to the primary needs, as well as ascertain their feelings on program continuation.
7(b) 80% of the students will indicate on a rating scale positive results from participation in this program in at least seven out of ten of the primary areas identified in the needs assessment.		

SECTION III

ENRICHMENT ACTIVITIES OVERVIEW

Coordinators were selected from the regular school staff for each of the activities. The coordinator's responsibility was to study the scope of the area, investigate possible resources, plan visitations or visits to the school by qualified experts, and to write the program description. Each unit was developed individually to maintain the uniqueness of the area and to enhance the development of challenging, stimulating, high level learning experiences.

Career Awareness in Computer Science

This component was designed for students interested in the mechanics and capabilities of the computer. Students were first taught the uses and limitations of the calculator and then the computer. This included training in the operation of calculators and computers, along with developing an understanding about where inputs go, where they are stored, how they are processed, and how they are retrieved. Students were introduced to programs which were prewritten to provide experience in entering data, analyzing data, and developing a feeling for the statistically processed printed format. Students developed the ability to write and solve basic programs in areas of science, banking, and business. Students had an opportunity to use local computers to investigate trends in data analysis of material stored in the computer and innovative programing of new material. This enabled students to describe how data based on statistical information can be analyzed to determine future inferences in such areas as science, banking, insurance, and education. In addition, students learned simulations and games utilizing gaming boards, computers, and calculators. They interacted with computer specialists to discuss the elements in creating and designing simulation programs and the application of flow charts.

The total program consisted of ten sessions of approximately three hours; five sessions were conducted at a local computer science center, two were conducted at the school with specialists brought to the building, and three were field experiences to area facilities. The first field trip was to a bank where students experienced a first hand introduction to the computerization of banking business. The second trip was to the University of Connecticut Health Center where students were introduced to the Plato IV computer system. They were able to interact with the system, run laboratory animated experiments, and interact with other users in the nationwide net. The third trip was to Wesleyan University where the students became familiar with the manner in which computers are used to solve scientific problems in the area of astronomy.

The goal of this enrichment activity was not to make computer programmers out of the participants, but to give them general knowledge of how the computer works, what it can do, what its limitations are, and how it is used in the business, medical, scientific, and eduational worlds.

Environmental Awareness in Oceanology

This component was designed to give students an understanding of the important role Long Island Sound plays in Connecticut politically, economically, and socially. The importance of oceans for man's existence was developed through a series of planned experiences, experiments, lectures, and discussions.

Students were first introduced to the importance of commerical fishing as a marine resource. In addition to an aquarium presentation, students participated in a cruise aboard a marine research enviro-lab. Students were able to haul and bail lobster pots to experience the work involved in the lobster fishery. They learned to record number, sex, size, and other statistics for lobsters. Later they visited a commerical processing

facility to gather price and catch information and to investigate the problems of marketing lobsters. A conservation officer answered questions on laws governing the lobster industry and enforcement regulations.

Participants were able to study at the Project Oceanology Lab at the University of Connecticut Marine Sciences Institute, where microscopes and laboratory equipment were used to study plankton and analyze sea water including oxygen and saline content. Students obtained infauna samples with Peterson bottom grab, and learned to sort, identify, and count infauna. Students filtered one liter of water through a millipere filter to obtain phytoplankton count. They learned to map temperatures, measure water temperature, record salinity with a salinometer, measure dissolved ogygen, and measure water density.

Students were able to recognize how the arrangement of plants and animals on a rocky shore relate to the physical geological, and chemical environment. Students set up two transects in which they identified, counted, and recorded locations of plants and animals along each transect, using quadrants. They measured and recorded water temperatures, air temperatures at the surface, weather conditions, and salinity with hydrometers along each transect.

The entire enrichment activity included three complete days. Students were lodged on site.

Communication Awareness in Critical Observation and Writing

This component was designed to provide students with the opportunity to observe well-known authors at work, become active critics at plays and lectures, and develop creative writing skills.

Students met personally with Hugh Sidey, a reporter with Time Magazine and the news television production of "Agronsky." This exposure stimulated

student thought, expression, and reaction to politics to the production of their own video tape program, in which students agreed and disagreed on political topics.

Students met with two poets to improve their sensitivity to good poetry. They learned to look for outstanding images and word expressions to help to evaluate the worth of their efforts in poetry on nature and humorous things in life. They were able to develop instinct and ability to compare their poems based on their own experience with poetry. Poems began to become personally valuable to students. Five participants' works were printed in the town newspaper.

Students were exposed to various elements of creativity. Their ability to comprehend creativity was stimulated as they wrote on topics that challenged their ability to accept or reject change, to appreciate small things in life, to realize the importance of responsibility, and to just show their ability to cogitate on a given civic problem. Students had an opportunity to visit a publishing company to talk with editors about critical writing and ways of having material published.

Students became an active part of our society by writing letters to the editor to encourage others to think and become participants in decision making. During training in this area, they met with the editorial editor of the Hartford Courant to discuss the type of people who write and read editorial material and the slanted news that this encompasses.

This enrichment activity included 30 sessions, each approximately three hours in length.

Speed Reading Development Through Systematic Instruction

This component was designed as a guided self-improvement program. It provided the opportunity for assessment, self-evaluation, and goal setting for the student. Each student was pre-tested at the beginning of the program

to determine their reading speed and then tested again at the end of the program to determine gains in speed. This was accomplished by the use of Eye Movement Photography and a reading comprehension test. The students, with assistance from a consultant from Central Connecticut State College, determined a realistic goal for reading rate improvement. The instructor designed an individual reading program to be carried out over a six-week period involving eighteen structured practice sessions. Students were evaluated and necessary program changes were made at the end of their fourth and twelfth sessions. Student progress and goal achievements were determined through a progress chart, Eye Movement Photography, and an informal reading comprehension test.

The average speed of reading at the beginning of the program was approximately 250 words per minute. The post-test results reflected an average increase in reading speed of approximately 190 words per minute. The average speed of reading at the conclusion of the program was approximately 440 words per minute. This increase indicated a substantial gain in functional reading speed, which allowed the students who participated to deal more effectively with everyday school reading tasks.

Enrichment Activities Budget

Much of the materials and resources that were needed to complete the Enrichment Activities were already available in such areas as the reading center, media center, mathematics resource area, and science laboratories. The primary expenditures were in stipends for visiting lecturers; transportation, food, and lodging for overnight trips; consultant fees; rental of some equipment; and substitute cost when the teacher had to be relieved of regular teaching responsibilities. Typing and printing of material was limited to the regular services available in the school. The cost by program is as follows:

Career Awareness in Computer Science

Number of students	15
Consultant fees	$560.00
Transportation	80.00
Supplies	None
Total	$640.00

Environmental Awareness in Oceanology

Number of students	12
Consultant fees	$347.50
Transportation	354.00
Supplies	470.95
Total	$1,172.45

Communication Awareness in Critical Observation and Writing

Number of students	11
Consultant fees	$330.00
Transportation	60.00
Supplies	210.00
Total	$600.00

Speed Reading Developed Through Systematic Instruction

Number of students	12
Consultant fees	$325.00
Transportation	None
Supplies	75.00
Total	$400.00

SECTION IV

ENRICHMENT ACTIVITIES RELATIONSHIP TO PRIMARY NEEDS

Each of the enrichment activities was analyzed by three different sources to verify that they provided experiences necessary to meet the ten primary needs of the gifted youngsters in a high level learning program.

Coordinators' Analysis

The first measurement involved each of the coordinators submitting to the gifted committee a worksheet that indicated how each of the ten primary needs of gifted students was being met. A pre-determined criterion had been established, which required that at least 70% of the primary needs be met in each of the mini activities. The process of reviewing this material involved a round table discussion with the four coordinators to elaborate upon the written material they presented to the committee. Each committee member, on a one-to-ten basis, ranked the anticipated worth of each of the enrichment activities in the ten primary need areas that were developed as experiences to be provided in a gifted program. The responses from the four committee members who voted were totaled and averaged for each of the ten primary need areas. The gifted committee's responses to the need worksheets are attached to this report as appendix E. In the Career Awareness in Computer Science activity, 100% of the primary needs were being met. In the Environmental Awareness in Oceanology, 80% of the needs were being met. In the Communication Awareness in Critical Observation and Writing, 100% of the needs were being met. In Speed Reading Development Through Systematic Instruction, 70% of the needs were being met. The detailed reports from each of the coordinators are attached as appendix F (1-4). Based on these data the committee felt that each of the proposed enrichment activities would serve the identified needs of the gifted students. This reflects that Objective 3 was accomplished.

Staff Analysis

The second review was conducted by the regular staff in the building. During a two-hour morning in-service program, the entire staff was exposed to a walk-through description of the strategy and development process that had been used in the organization of the total enrichment program. This included an overview of each activity and the process of implementation that was planned. Later in the day, curriculum area meetings were held, at which time the teachers had an opportunity to question specific areas, discuss logic, and suggest areas for improvement. By the end of the in-service program, each curriculum group was satisfied that each activity as outlined in the objectives, procedures, and expected outcomes contained nearly 100% of experiences that were felt to be of a high learning nature. The goal for high learning nature activities was pre-determined to be at least 80% of the total enrichment activity. Based on the general concensus of the staff, this objective was attained, which meant that the activities planned were of a challenging, high level learning nature.

The third review involved the submission of the enrichment activities to one outside of the building curriculum specialist for a review of the objectives, procedures, and expected outcomes to substantiate that the material was of a high level nature. The town curriculum supervisors were requested to conduct this review. These people are part of the central administration staff assigned the responsibility for curriculum coordination for the entire town.

Each activity was carefully analyzed and judged to be of a high level learning nature and appropriate for middle school gifted students. These confirmation letters are attached to this report as appendix G (1 & 2). The successful completion of these two reviews indicated that Objective 2 was accomplished.

Student Attendance

Students who were consulted in the development stages of this project were identified in previous years as possessing extraordinary learning ability. These youngsters were identified as the top 5% of the students in the school district by the special education planning and placement team on the basis of performance on relevant standardized measuring instruments. Each of these students, and their parents, was invited to an evening meeting organized to present outlines of the four enrichment activities. This material was placed in booklet format for convenience. A copy is attached to this report as appendix H.

Each of the students was a possible candidate for participation in the program. All 32 previously identified gifted students were invited to this meeting. All students were in attendance, along with at least one parent or someone to represent the guardian. This indicates that Objective 1 was accomplished.

SECTION V

SELECTION AND PLACEMENT CRITERIA

The selection of students for participation in the various activities was the responsibility of a Diagnostic Screening Committee and a Pupil Placement Team. Each student submitted a signed application. Parents were asked to sign the application, along with their child, to indicate their understanding of the program and the granting of permission for their child to participate. Students were asked tc indicate their preference activities and to submit a written statement describing why they wanted to participate in their first choice and their alternate area. Each student's regular teacher was requested to review and sign the application to confirm that in their opinion the student was capable of advanced caliber study and could benefit by inclusion in the particular areas in which they were requesting placement. A copy of the Enrichment Activity Application is attached to this report as appendix I.

Guidance counselors recorded verbal, non-verbal, and total standardized test information on the application. In addition, the previous academic performance, as seen through academic records, the Renzulli's Scale for Rating Behavior Characteristics of Superior Students, and all other miscellaneous information in the child's cumulative record folder was made available. This material was presented to the Diagnostic Screening Committee composed of an administrator, reading consultant, guidance counselor, and classroom teachers.

The committee reviewed all the above material, along with each student's application, before making a recommendation for placement of each student to the school Planning and Placement Team. Restrictions on the number of participants in each Enrichment Activity also had to be considered. Nineteen students were placed in both their first a n alternate

choices, eight students were placed in only their first choice, four received placement in only their alternate choice, and one student was not placed based on his recent declining performance record and parental request. No students were placed in areas that were not their first or alternate choices.

SECTION VI

EVALUATION DESIGN

Student Progress Comparison Charts

Evaluation of the program was conducted in four areas. The first procedure used student comparison charts. The ten primary need areas that were identified as experiences to be provided to improve education for gifted students were used. Prior to the gifted student becoming involved in an enrichment activity, the student's regular classroom teacher indicated on a form the degree of present performance being displayed in each of the ten primary need areas. A summary account of these findings is attached to this report as appendix Q.

Next, this same teacher indicated on the graph the degree of improvement anticipated from the youngster as a result of involvement in the particular enrichment activity. This teacher re-evaluated the child's performance at the conclusion of the gifted program to determine the degree of improvement. It was predetermined that if 70% of the gifted students showed improvement in a particular need area, then the enrichment activities would be meeting their intended purpose in that area.

The result of the comparison charts indicated that all students showed improvement in all ten primary need areas. Twelve students participated in one enrichment activity and nineteen students participated in two activities. For the purpose of this evaluation, the performance of students involved in more than one activity was recorded separately.

The committee felt that it was important to allow for the differences in the performance of students in various subject area activities. Each of the enrichment activities was related to one primary subject area; as

an example, Career Awareness in Computer Science relates closely to mathematics. A student placed in both the Career Awareness in Computer Science and the Career Awareness in Oceanology would have comparison charts completed by two different classroom teachers. This enabled the overall impact of the enrichment activities on the student's performance in the regular classroom to be measured in two situations that were allied to the areas of the student's involvement.

A comparison between students who participated in only one enrichment activity with those who participated in two activities was not tabulated. The committee felt that the criteria used in assigning students to either one or two programs took into consideration the likelihood of success by the student; therefore, students who the committee felt could succeed in two areas were placed in two areas, and students who it was felt could not handle two areas were not given two areas. The total success of the projects supports the method that was used in making placement decisions.

The results of the fifty comparisons showed:

Area 1...Teachers indicated in all cases that they recognized students displaying more interest in the curriculum. 70% of the gifted students achieved more than the anticipated growth, and 30% of the students achieved less than the anticipated growth but still improved.

Area 2...Teachers indicated in all cases that more students were involved in the development of advanced skills. 72% of the gifted students achieved more than the anticipated growth, and 28% of the students achieved less than the anticipated growth but still improved.

Area 3...Teachers indicated in all cases that more students were involved in independent thinking. 76% of the gifted students achieved more than the anticipated growth, and 24% of the students achieved less than the anticipated growth but still improved.

Area 4...Teachers indicated in all cases that more students were involved in creative or original work. 70% of the gifted students achieved more than the anticipated growth, and 30% of the students achieved less than the anticipated growth but still improved.

Area 5...Teachers indicated in all cases that students were assuming more opportunity for productive accomplishments. 76% of the gifted students achieved more than the anticipated growth, and 24% achieved less than the anticipated growth but still improved.

Area 6...Teachers indicated that in all cases students were elaborating more on basic concepts. 74% of the gifted students achieved more than the anticipated growth, and 26% achieved less than the anticipated growth but still improved.

Area 7...Teachers indicated that all students were taking more advantage of opportunities to participate in intellectual conversations. 72% of the gifted students achieved more than the anticipated growth, and 28% achieved less than the anticipated growth but still improved.

Area 8....Teachers indicated that all gifted students showed improvement in taking advantage of stimulation from other gifted students in the classroom. 72% of the gifted students achieved more than the anticipated growth, and 28% achieved less than the anticipated growth but still improved.

Area 9....Teachers indicated that all gifted students showed improvement in their relationships (acceptance) with classmates. 80% of the students achieved more than the anticipated growth, and 20% achieved less than the anticipated growth but still improved.

Area 10...Teachers indicated that all gifted students improved in their ability to take advantage of a change from the regular routine of the classroom. 80% of the students achieved more than the anticipated growth, and 20% achieved less than the anticipated growth but still improved.

To summarize these data, all students showed improvement in all ten primary areas, and in all areas at least 70% of the students achieved the classroom teachers' anticipated growth. The greatest growth was in the area of improved relationships with classmates, which was reflected in more acceptance of gifted youngsters by the rest of the students in the school. Teachers added comments on how interested classes were in learning more about the enrichment activities from the participants. Equal growth was recorded in the area of providing and teaching gifted students to take advantage of a change from the routine. All enrichment activities overwhelmingly addressed this area. The two areas showing the least improvement were in students displaying more interest in curriculum and involvement in more original or creative work. Teachers commented that they see real beginnings in these areas and probably their expectations were too

great. Based on these teacher data, the enrichment activities played an important role in providing needed supplemental experiences for gifted students. A detailed account of these findings is attached to this report as appendix J (1-4). This indicates that Objective 4 was accomplished.

Parent Evaluation Data

A second means of determining the success of this program was through a parent questionnaire. Parents of gifted students were surveyed at the conclusion of this program to determine whether they had seen changes at home during the period their child was involved in the enrichment activities. The survey related directly to the ten primary need areas that the program was developed to provide and was similar in format to the one completed by the teachers. The criteria for success were predetermined, i.e., that if 90% of the parents indicated they had seen their child improve in at least five out of the ten primary need areas, and if 80% of the parents indicated they had seen their child improve in at least seven out of the ten primary need areas, then the project would have been successful. The results of this questionnaire indicated:

Area 1...97% of the parents were aware of increased stimulation from the school curriculum by their child during the period of involvement in this program, and 3% were not aware of any changes in this area.

Area 2...94% of the parents were aware of their child's development of new skills as a result of involvement in this program, 3% were not aware of any change, and 3% did not answer the question.

Area 3...88% of the parents observed an increased amount of independent thinking by their child during participation in this program, and 12% were not aware of any changes in this area.

Area 4....73% of the parents witnessed an increased amount of creativity or originality by their child during participation in this program, 6% were not aware of any changes in this area, and 21% did not answer the question.

Area 5....94% of the parents were able to witness productive accomplishments by their child as a result of involvement in this program, 3% were not aware of any changes, and 3% did not answer the question.

Area 6....76% of the parents were able to recognize more elaboration of basic concepts by their child during participation in this program, 9% of the parents were not aware of any changes in this area, and 15% did not answer the question.

Area 7....91% of the parents recognized from different things their child said or did that they had been introduced to an intellectual environment during their participation in this program, and 9% were not aware of any changes in this area.

Area 8....88% of the parents recognized signs that their child had been stimulated by their academic peer group during participation in this program, and 12% were not aware of any changes in this area.

Area 9....82% of the parents recognized evidence that their child had shown signs of more acceptance by their grade level peer group during participation in this program, 3% were not aware of any changes in this area, and 15% did not answer the question.

Area 10...100% or the parents were aware of more changes in routine in their child's school program during the period of involvement in this program.

Some of the parent comments included "a worthwhile program," "encourage continuation," "extremely well received," "excellent opportunity for growth," "interesting and challenging," "added new perspective," "great," and "continue program."

To summarize -- five of the areas were seen as showing improvement by more than 90% of the parents, eight of the areas were seen as showing improvement by more than 80% of the parents, and all ten areas were seen as improved by 73% of the parents. Area 10, which indicated that all parents were aware of changes in routine, as well as parental comments, indicated the strong parent awareness of the entire program and their child's involvement. Ordinarily, one could question the accuracy of parent responses to a questionnaire as sophisticated as this, but the caliber of parents enabled what we would consider fair, honest, intelligent responses. The two areas parents responded lowest in were probably areas parents found most difficult to judge. It can be noted that these two areas had the highest percentage of parents not answering at all, which further confirms our judgement of the accuracy and value of this survey. A detailed account of these findings is attached as appendix K.

Based on these parent data, the enrichment activities played an important role in providing the needed supplemental experiences for gifted students. This reflects that Objectives 6a,b were accomplished.

Student Evaluation Data

The third means of determining the success of this program was through a student questionnaire. Students had an opportunity to provide direct feedback to the program coordinators as the enrichment activities were in progress and informally at the end of the particular program. In addition, at the conclusion of all the enrichment activities, a formal questionnaire

was administered to each gifted student. The form related directly to the ten primary need areas that the program was developed to meet and was similar in format to the questionnaires completed by teachers and parents. Some of the students were answering from the experience of participation in one activity and others had participated in two activities. The criteria for success were predetermined, i.e., that if 90% of the students indicated that they had experienced positive change in at least five out of ten of the primary areas identified in the needs assessment, and if 90% of the students indicated positive change in at least seven out of ten of the primary areas identified in the needs assessment, then the project would be determined successful from the point of view of the students.

All of the informal comments received from the students by the coordinators were positive suggestions for improvement of the experiences. Some of the comments received in the formal evaluation were: "really a spectacular program," "suggest you keep these programs and add others in years to come," "really enjoyed both programs," "stimulating," and "a challenging experience." The results of the formal questionnaire indicated:

Area 1...91% of the gifted students felt that they became more stimulated from the school curriculum as a result of involvement in the enrichment program, and 3% were not aware of any changes in this area.

Area 2...100% of the gifted students felt that they had developed positive new skills as a result of their involvement in the enrichment program.

Area 3...88% of the gifted students felt that they had improved positively in their ability to think independently as a result of their involvement in the enrichment program, and 12% were not aware of any changes in this area.

Area 4....79% of the gifted students felt they improved their ability to apply more creativity or originality to their work as a result of their involvement in the enrichment program, and 21% were not aware of any changes in this area.

Area 5....97% of the gifted students felt they were able to accomplish something positive as a result of their involvement in the enrichment program, and 3% were not aware of any changes in this area.

Area 6....88% of the gifted students felt they had experienced a positive growth in their ability to elaborate basic concepts as a result of their involvement in the enrichment program, and 12% were not aware of any changes in this area.

Area 7....91% of the gifted students felt they had been introduced to more of an intellectual environment as a result of their involvement in the enrichment program, 6% were not aware of any changes in this area, and 3% did not answer the question.

Area 8....79% of the gifted students felt they had received stimulation from their academic peers as a result of involvement in the enrichment program, 18% were not aware of any changes in this area, and 3% did not answer the question.

Area 9....73% of the gifted students felt they received greater acceptance from grade level peers as a result of involvement in the enrichment program, and 27% were not aware of any changes in this area.

Area 10...97% of the gifted students felt they were exposed to positive changes in their school program that were different from the routine, and 3% were not aware of any changes in this area.

To summarize these results -- five of the ten primary needs were seen as growth areas by more than 90% of the gifted students, seven out of the ten primary needs were seen as growth areas by more than 88% of the gifted students, and exposure to all ten primary needs areas was seen by at least 73% of the gifted students as having been a positive experience of involvment in the enrichment activities. A detailed account of these findings is attached as appendix L.

These student data suggest that the enrichment program played an important role in providing the needed supplemental experiences that were identified for gifted students. This indicates Objectives 7a,b achieved.

Student Report Card Progress Data

The last means of evaluating the success of this program involved the performance of students as measured on their report cards. Guidance counselors were asked to record the performance of effort, initiative, and achievement of each gifted child as indicated on their report card prior to involvement in the enrichment activities. The counselors recorded at the end of the year the students' achievement in the same areas of effort, initiative, and achievement. A chart was developed to show growth measured in an excellent, good, satisfactory, and unsatisfactory rating format. The thought behind this measurement was that the ten primary need areas used to develop the enrichment activities would cause a change in the daily performance of the gifted students. By comparing report card data, the changes in performance could be measured.

It was pre-determined that if 80% of the gifted students showed improvement by one level as reported in all areas of effort, initiative, and achievement; if 85% of the gifted students showed improvement by one level in at least two out of three areas of effort, initiative, and achievement;

and if 90% of the gifted students showed improvement in at least one out of the three areas of effort, initiative, and achievement, then the enrichment activities would be serving their purpose. The accumulated data revealed:

...25, or 81%, of the gifted students showed improvement by at least one level in all three of the areas of effort, initiative, and achievement.

...28, or 90%, of the gifted students showed improvement by at least one level in two out of three areas of effort, initiative, and achievement.

...29, or 93%, of the gifted students showed improvement by at least one level in one out of the three areas of effort, initiative, and achievement.

...2, or 6%, of the gifted students were unchanged in all three of the areas of effort, initiative, and achievement.

...None of the gifted students' effort, initiative, or achievement declined during this period.

To summarize these results -- more than 81% of the gifted students showed improvement in all three areas; more than 90% showed improvement in two out of the three areas; more than 93% showed improvement in at least one out of the three areas. A copy of the form used to obtain this information is attached to this report as appendix M, and the data appendix N.

These report card data suggest that enrichment activities played an important role in improving the performance of the gifted youngsters involved in this program. This reflects that Objectives 5a,b,c were accomplished.

SECTION VII

CONCLUSIONS

The purpose of this practicum was to analyze the educational needs of a group of previously identified gifted students assigned to the Martin Kellogg Middle School and to develop and implement a program to meet their needs.

Teachers, parents, and students provided the data to determine the ten primary needs of the gifted students. Teachers, parents, and students provided input into the development of the gifted program. Educators verified that program planning was geared to meet the needs that were outlined. (pages 19, 20, 21)

The comparison charts strongly indicated, from teacher observations, that all students showed improvement in each of the ten primary need areas during involvement in the enrichment activities. (pages 25, 26, 27) The parent evaluation data confirmed, from observations in the home, that a definite positive change had taken place in the educational program provided the gifted students. (pages 28, 29, 30) The student evaluation data confirmed, from the student's point of view, the acceptance and self-evaluative benefit of participation in the enrichment activities. (pages 30, 31, 32, 33) The report card data confirmed that involvement in the enrichment program had a positive benefit to the regular classroom (pages 33,34)

Based on the above data, this program successfully met the needs of the identified students.

SECTION VIII

PROGRAM CONTINUATION/DISSEMINATION

The process that was used in the development of the activities can be implemented in any school that has a commitment to provide challenging experiences for gifted youngsters. It is currently being used to develop a talented program to augment the gifted activities in this school. The process could easily be adapted to developing a program to meet any category of needs identified for a group of people.

The actual four activities that were developed were written to stand alone, so that they could singularly be used in any area school that has a group of students with similar needs to those identified in this study. There is no limit on the number of activities that can be developed to meet the needs of the students. Next year, the staff at Martin Kellogg will add two new enrichment activities based on some of the student and staff interests that were not able to be addressed this year. The long range plan is to continue program development, as well as repeat present activities to meet identified needs of gifted students.

The process and product have been shared with select area administrators. It will be presented to the entire Administrative Council in the near future. A second middle school in town has already adopted this format to provide appropriate programs for gifted students.

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Gifted Committee Response to Need Worksheets

Ten Primary Needs

Committee Members		1	2	3	4	5	6	7	8	9	10	Primary Needs
	Computer Science											
A		10	9	10	8	9	9	10	7	8	10	
B		8	10	10	10	10	10	10	8	7	10	100%
C		7	9	8	7	8	9	10	9	8	10	
D		10	10	10	10	10	10	10	8	10	10	
Total		35	38	38	35	37	38	40	32	33	40	
Average		8.3	9.2	9.2	8.3	9.1	9.2	10	8.0	8.1	10	
	Oceanology											
A		8	9	7	6	7	9	10	9	8	10	
B		8	9	8	5	6	7	10	9	7	10	80%
C		7	9	6	5	5	7	9	9	6	10	
D		10	10	9	7	8	8	10	10	9	10	
Total		33	37	30	23	26	31	39	37	30	40	
Average		8.1	9.1	7.2	5.3	6.2	7.3	9.3	9.1	7.2	10	
	Critical Writing											
A		10	10	10	10	10	9	9	10	8	8	
B		10	8	9	10	10	9	9	9	8	9	100%
C		9	8	9	10	9	9	9	8	7	7	
D		10	10	10	10	10	10	10	10	8	8	
Total		39	36	38	40	39	37	37	37	31	32	
Average		9.3	9.0	9.2	10	9.3	9.1	9.1	9.1	7.3	8.0	
	Speed Reading											
A		8	8	8	6	8	5	7	8	6	7	
B		9	8	7	5	8	5	7	8	6	7	70%
C		8	8	6	5	7	5	7	6	5	7	
D		10	8	7	7	9	7	7	7	7	8	
Total		35	32	28	23	32	22	28	29	24	29	
Average		8.3	8.0	7.0	5.3	8.0	5.2	7.0	7.1	6.0	7.1	

Note: This table indicates each committee member's (ABCD) determination of the degree on a 1 to 10 scale (lowest to highest) that each of the ten primary need areas are being met in the enrichment activity. Primary Needs column reflects the percentage of the 10 needs in each activity that received an average 7.0 or better.

Student Report Card Progress Data
(Third-Fourth Marking Period)

Student	Effort	Initiative	Achievement	Areas Improvement
1	E-E+	G-E	E-E+	3
2	E-E+	E-E+	G-E	3
3	E-E+	E-E+	E-E+	3
4	G-E	G-E	G-E	3
5	E-E+	E-E+	G-E	3
6	G-E	G-E	G-E	3
7	G-E	E-E+	G-E	3
8	E-E+	G-E	E-E+	3
9	G-G	G-G	G-G	0
10	E-E+	E-E+	E-E+	3
11	G-G	G-G	G-G	0
12	E-E+	G-E	G-E	3
13	E-E+	E-E+	E-E+	3
14	G-E	G-G	G-E	2
15	E-E+	E-E+	E-E+	3
16	G-E	G-E	G-E	3
17	E-E+	E-E+	E-E+	3
18	E-E+	E-E+	E-E+	3
19	E-E+	E-E+	E-E+	3
20	G-G	S-E	G-E	2
21	E-E+	E-E+	E-E+	3
22	E-E+	E-E+	E-E+	3
23	E-E+	E-E+	E-E+	3
24	E-E	E-E	G-E	1
25	E-E+	E-E+	E-E+	3
26	E-E+	E-E+	E-E+	3
27	E-E+	E-E+	E-E+	3
28	E-E+	E-E+	E-E+	3
29	E-E+	E-E+	E-E+	3
30	G-G	G-E	G-E	2
31	G-E	G-E	G-E	3

STUDENT COMPARISON INFORMATION DIRECTIONS

Martin Kellogg Middle School Gifted Program

In determining the direction that the gifted program should take, the committee surveyed teachers, parents, and students. These surveys indicated 10 primary areas that should be addressed by the committee in developing a school program for gifted students.

1. Provide opportunity for stimulation from curriculum
2. Provide opportunity for advanced skills
3. Provide opportunity for independent thinking
4. Provide opportunity for expression of creativity and originality
5. Provide opportunity for productive accomplishments
6. Provide opportunity for conceptual elaboration
7. Provide opportunity for interchange with an intellectual environment
8. Provide opportunity for stimulation from academically gifted peers
9. Provide opportunity for acceptance from grade level peers
10. Provide opportunity for change from routine

Four enrichment activities have been designed based on these needs. The committee is interested in developing an evaluation as to how much change actually does take place in the students as a result of exposure to these enrichment activities. In order to do this, we must first determine the present status of each student in each area. We are going to ask the regular classroom teachers to provide this data. Next, we are going to ask the classroom teachers to make an estimate of the degree of growth they would anticipate from each child as a result of involvement in the enrichment programs. This information will be filed until June, at which time the forms will be returned to the teachers to record a post-involvement assessment.

We thank you for your assistance and support in this procedure. Hopefully, it will prove worthwhile for future planning.

The evaluation forms for each of your students are attached.

STUDENT COMPARISON CHART

STUDENT'S NAME _____ GRADE _____

Directions:
1. Please indicate on the line following each statement with the letter "B" the present status of involvement of this student in the area.
2. Please indicate on the same line by the use of the letter "I" the amount of growth (improvement) you anticipate for this student based on involvement in the enrichment programs.
3. In June, these forms will be returned to you. You will be asked to indicate on this same line by the use of the letter "A" the status of involvement of this student at that time.
4. This is teacher judgement information. This is only one method to determine if any change takes place.

Primary Areas:

1. This child displays a high interest (stimulation) in the curriculum.

_____
(never) (seldom) (usually) (always)

2. This child is involved in the development of advanced skills.

_____
(never (seldom) (usually) (always)

3. This child is involved in independent thinking.

_____
(never) (seldom) (usually) (always)

4. This child is involved in creative or original work

_____
(never) (seldom) (usually) (always)

5. This child assumes the opportunity for productive accomplishments.

_____
(never) (seldom) (usually) (always)

6. This child elaborates on basic concepts.

_____
(never) (seldom) (usually) (always)

7. This child takes advantage of the opportunity to participate in an intellectual environment.

_____
(never) (seldom) (usually) (always)

8. This child takes advantage of possible stimulation from gifted peers.

_____
(never) (seldom) (usually) (always)

9. This child is accepted by grade level peers.

_____
(never) (seldom) (usually) (always)

10. This child takes advantage of a change from the regular routine of the classroom.

_____
(never) (seldom) (usually) (always)

Teacher Indication of Prior Involvement of Students in the Primary Areas Composite

Primary Area	Never	Seldom	Usually	Always
1		14 (28%)	30 (60%)	6 (12%)
2		16 (32%)	29 (58%)	5 (10%)
3		5 (10%)	35 (70%)	10 (20%)
4	1 (2%)	17 (34%)	24 (48%)	8 (16%)
5		13 (26%)	26 (52%)	11 (22%)
6		13 (26%)	30 (60%)	7 (14%)
7		7 (14%)	31 (62%)	12 (24%)
8	1 (2%)	17 (34%)	23 (46%)	9 (18%)
9	2 (4%)	9 (18%	28 (56%)	11 (22%)
10		11 (22%)	28 (56%)	11 (22%)

Student Progress Comparison Report
Third Marking Period

Effort		
Excellent	21 students	66%
Good	11 students	34%
Satisfactory	0 students	
Unsatisfactory	0 students	
Initiative		
Excellent	19 students	59%
Good	12 students	38%
Satisfactory	1 student	3%
Unsatisfactory	0 students	
Achievement		
Excellent	18 students	56%
Good	14 students	44%
Satisfactory	0 students	
Unsatisfactory	0 students	